

## **Class-2 English lesson plan**

**Month- April**

**No. Of teaching days-20**

**Topic-** L- 1 Tiger's Strips (Textbook)

Module 1, Module- 2 (Workbook)

### **Learning Outcomes**

1. Students will be able to learn about the importance and courteousness of animals towards their family members.
2. Students will be able to learn about emotions like friendship, love and care.
3. Students will understand that if they have any problem, they can take help from their friend.
4. Students will understand that it is important to take responsibility for one's feelings.

### **Previous Knowledge Testing**

1. Are pets an important part of our family?
2. What is baby tiger called?

**Teaching Aids-** Textbook, blackboard, chalk, pictures showing of tiger, bear, cub

### **Pedagogical Strategies**

The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story, the students will learn about the importance and courteousness of animals among their parents.

Word meanings, make sentences, question answers and value based questions will be discussed and students will note then down in their notebooks. Back exercises and activities will be done in the textbook.

### **Hands on Activity (Experiential Learning)**

Students will be asked if they were in some trouble where would they go for help and why. They will share their ideas in a group.

### **Art Integration**

Students will draw or paste a picture of a tiger and speak few lines about 'Tiggy' the cub in chapter-1

### **Interdisciplinary linkages and infusion of life skills .**

Students will come to know about different animals and their young ones. They will also learn about kindness and friendship.

**Recapitulation-** will be done oral revision will be given.

**Resource including ICT (Information and communication Technology)-** eBook, Work Books, Internet, <https://youtube.com/watch?v=gefzrF-c9vMdfeature>

**Assessment items:**

- A) Dictation will be given from the lesson to make students learn new words and spellings.
- B) Test of question answers and word meanings will be given to test their understanding of the lesson.

**Feedback and Remedial Teaching**

Students (Slow learners) will be asked to watch more videos related to the topic. They will be encouraged to read the lesson carefully and do practice of spelling.

**Inclusive practices and full participation without discrimination**

- Group activity
- Reading activity
- Watching activity
- Flash cards
- Hands on learning
- Language game

**Topic- Nouns (Module- 1)**

**Learning outcomes-**

- 1) **Knowledge objective-** Students will be able to learn about nouns and its kinds
- 2) **Understanding objectives-** Students will be able to differentiate between different kinds of nouns.
- 3) **Application Objectives-** Students will be able to apply their knowledge of nouns. They will understand how to categorise names of persons, places, animals, things etc.
- 4) **Skill Objectives-** Their vocabulary will be enriched. Hence writing skills will also improve.

**Previous knowledge testing-** Students will be asked:

- 1) Name any five things you can see in the classroom.
- 2) Which is your favourite festival?
- 3) Name any two countries

**Teaching Aids-** Chalk, duster, blackboard, chart, flashcards, book, real objects.

**Pedagogical Strategies-** The teacher will explain nouns and its kind in detail. Definitions and examples of all kinds of nouns will be read by the students. Lines examples will be given for the better understanding of the topic. All the related exercises will be done in an interactive way. A variety of exercise will be done to make the concept clear.

**Hands on activity (Experiment Learning)**

- 1) Using flashcards- Students will be shown flashcards and then asked about the kind of noun.
- 2) Using real objects- Real objects like pen, book, bottle, will be shown for the better understanding of the topic.

**Art Integration-** The students will be asked to draw or paste any two pictures of each kind of noun.

**Interdisciplinary linkages and infusion of life skills-**

- 1) By doing various exercises like word grid and puzzles, the students will be able to know about masculine and feminine genders.

**Recapitulation-** Oral revision will be given in every period while doing the topic of nouns.

**Resources including ICT (Information and Communication Technology) –** e books, workbooks  
Internet, <https://youtube/jas7skhPV3>

**Assessment Items-** To check the conceptual clarity, various type of assessment will be done.

Exercises in the workbook and notebook will be done. Revision assignments will be given. Practice sheets will also be given.

**Feedback and remedial Teaching-** Students (Slows learners) will be asked to watch more videos related to the topic. They will be encouraged to read the lesson carefully and do practice of exercises and spellings.

**Inclusive practices and full participation without discrimination –**

- Group activity
- Reading books
- Watching videos
- Flash Cards
- Real Models
- Live Examples from classroom
- Charts
- Hands on Learning

**Month- May**

**No. of teaching days-25**

**Topic-** L- 3 A book for My Mother

L- 4 The Lazy Squirrel

**Writing section-** Picture Composition

**Learning Outcomes**

1. Students will be able to learn about how to take care for their parents.
2. Students will be able to learn about emotions like courteousness and kindness.

3. Students will understand how to save money to give present to their mothers.

### **Previous knowledge Testing**

1. Do you give gifts to your family members on their birthday ?
2. Have you ever made a gift with your hands?

### **Teaching Aids**

Textbook, Chalk, Duster, Board, Pictures showing daughter and mother, books

### **Pedagogical strategy**

The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson through this poem, the students will learn the difference between how to make or buy a gift if you have less or no money .

### **Hands on Activity (Experimental Learning)**

Students will be asked if they were given an opportunity to present a gift to their mother on her birthday, what would they do if they do not have a single penny to buy anything.

### **Art integration**

Students will be asked to draw a or paste a picture of their mother and write few lines on her

### **Interdisciplinary linkages and infusion of life skills**

Students will come to know about the various likes and dislikes about their mother. They will also learn how they can buy a gift for their mother or they can make a gift for her if they do not have a single penny to spend on it.

Recapitulation- will be done. Oral revision will be given

**Resources including ICT (Information and communication Technology)** – e- books, textbook, Internet

### **Assessment Items-**

- A) Dictation will be given from the lesson to make the students learn new words and spelling
- B) Test of word meanings, make sentences and Question/Answers will be given to test their understanding of the lesson.

**Feedback and Remedial Teaching-** Students (Slow learner) will be asked to match more videos related to the topic. They will be encouraged to read the lesson carefully and do the practice of spellings.

### **Inclusive practices and full participation without discrimination**

- Group activity
- Reading books

- Watching videos
- Flashcards
- Language
- Hands on learning

### **Topic- Picture Composition (Writing Section)**

#### **Learning outcomes-**

- 1) **Knowledge objective-** The Students will be able to describe any given picture.
- 2) **Understanding objectives-** It will reinforce vocabulary and reading Comprehension. It will also enable the student to express their ideas clearly.
- 3) **Application Objectives-** Students will be able to understand and decide stories. They will also enhance their ability to analyse a given picture and write about it.
- 4) **Skill Objectives -**The Students will be able to learn how to speak and built sentences.

**Previous knowledge testing-** The student will be asked;-

- a) You study in which school?
- b) How many rooms are their in your school?
- c) In which class do you study?
- d) How many playground are their in your school?

**Teaching Aids-** chalk, duster, board, book, chart, lab.

**Pedagogical Strategies-** The teacher will be show a picture from the book and the student will be asked to observe the picture carefully. Then they will be asked to write few points about it. Using those points , they will be asked to frame sentences. The students will be asked to use the correct verb, tense, articles etc.

**Hands on activity –** Picture can be great tool for helping students acquire vocabulary, practice pronunciation and work on writing and oral language skills.

**Activity-** The class can be divided into four groups. Each group will be asked to write few lines about the given picture.

**Art Integration-** The students will be asked to paste or draw the pictures carefully.

**Interdisciplinary linkages and infusion of life skills-** Student will be able to learn how to access, understand, employ and synthesis the expertise from various disciplines. Students can be given pictures, related to the plants, buildings, sports, playground etc.

**Recapitulation-** Oral revision will be given time to time.

**Resources including ICT (Information and Communication Technology) –** e books, workbooks  
Internet

<https://youtu.be/EFdJIFYDBp8>

**Assessment Items-** To check the conceptual clarity, various types of assessment will be done. Pictures in the textbook will be done. Revision assessments will be given.

**Feedback and remedial Teaching-** Students(Slow learners) will be asked to practice more picture composition. They 'll be encouraged to observe carefully and express their ideas with correct formation of sentences.

**Inclusive practices and full participation without discrimination –**

- Group activity
- Flashcards
- Charts
- Hands on activity
- Collaboration
- Books

**Month- July**

**No. Of teaching days-18**

**Topic- L-5 Tommy and Tuffy**

**L-6 The Cow (The Poem)**

**Module – 3, 4**

**Learning outcomes-**

- 5) **Knowledge objective-** The Students will learn about rhyming words and they will get knowledge about intonation and voice modulation.
- 6) **Understanding objectives-** Students will understand the importance and beauty of cow.
- 7) **Application Objectives-** Students will appreciate the beauty of cow.
- 8) **Skill Objectives -**The Students will learn to admire the various things that are wonderful in nature.

**Previous knowledge testing-**

1. Have you seen cows roaming around?
2. What were they doing?
3. Were the cows of different colours?

**Teaching Aids-** Textbook, blackboard, chalk, Flashcards.

**Pedagogical Strategies-** The teacher will recite the poem and the students will repeat after her. The teacher will tell the students how to recite the poem with proper intonation and voice modulation. The teacher will explain different terms in the poem. Word meaning, question answers and

reference to context will be done through discussion method and the students will note down in their notebook. Back exercises will be done in the textbook.

### **Hands on activity**

Students will be asked to bring a picture of a domestic animal that they find to be useful in our daily lives. The students will share their ideas.

**Art Integration-** The students will be asked to draw or paste a picture of a cow and write the names of the products that we can make with the help of cow's milk.

**Recapitulation-** Revision of word meanings and question answers will be done. Students will be asked to recite the poem in a group.

**Resources including ICT( Information and Communication Technology) –** e books, workbooks  
Internet

<https://youtu.be/bCrz03-0JtY>

**Assessment Items-** practice of question answers and reference to Context will be done. A few questions will be asked to check the students understanding.

**Feedback and remedial Teaching-** To improve the reading skills of slow learners, more reading practice will be given. They will be encouraged to read different poems by different poets.

### **Inclusive practices and full participation without discrimination –**

- Reading different poems
- Watching videos
- Read aloud
- Composing short poems
- Collaboration

### **Topic- Module 3**

#### **Learning outcomes-**

- 9) **Knowledge objective-** Students will be able to identify singular and plural nouns.
- 10) **Understanding objectives-** Students will be able to make basic sentences using punctuation marks, apostrophe and singular and plural.
- 11) **Application Objectives-** Students will be able to find punctuation marks, singular and plural nouns from the passages/ story given.
- 12) **Skill Objectives -** Students will be able to change singular nouns to plural nouns by using correct punctuation marks.

**Previous knowledge testing-** Students will be asked:-

1. What is 'one' and 'many'?
2. What is the plural of 'Book'?
3. What do we use at the end of the sentence?

4. What do we use at the end of the question?

**Teaching Aids-** Chalk, duster, board, flashcards, workbook, videos, real objects.

**Pedagogical Strategies-** The teacher will explain different punctuation marks, singular and Plural with examples from the Classroom.

- a) They will be told where to use full stop, question mark, exclamation mark and comma.
- b) They'll be told how to form plural
  - 1) By adding-s
  - 2) By adding – es
  - 3) By changing f or fe to –ves
  - 4) By changing-y to –ies

All the exercises will be done in an interactive way.

#### **Hands on activity**

- 1) Students will be given live examples from the Classroom and will be asked whether the nouns are singular or plural.  
Eg:- One boy- boys
- 2) They will also be shown flashcards to explain the topic.

**Art Integration-** Pictures of nouns will be drawn colorfully in the notebooks. They'll be taken to the lab to show Charts related to singular & plural and punctuation.

#### **Interdisciplinary linkages and infusion of life skills:**

Students will be able to enhance their vocabulary by using the nouns, related to plants, animals, fruits, vegetables etc.

**Recapitulation-** Oral revision will be done time to time.

**Resources including ICT( Information and Communication Technology )-** e books, workbooks  
Internet

<https://youtu.be/B/1Syz912nO>

**Assessment Items-** To check the conceptual clarity, various types of assessments will be done. Exercises in the workbook will be done. Revision assignments will be given. Practice worksheets will also be given.

**Feedback and remedial Teaching-** Students who need special attention will be asked to watch more videos related to the topics. They'll be encouraged to read the topic again and will be given more practice.

#### **Inclusive practices and full participation without discrimination –**

- Group activity
- Live examples from classroom
- Flash cards



- Workbook
- Charts
- Hands on Activity
- Watching videos

**Month- August**

**No. of teaching days-24**

**Topic-** L- 7 The story of Rain

L- 8 I am the King

**Module-** 5,6

**Learning Outcomes**

1. Students will be able to learn about the importance of being happy
2. Students will be able to learn about emotions like happiness, peace and self- satisfaction.
3. Students will understand that how they can enjoy the rain when it comes rarely.
4. Students will understand that it is Important to be happy when nature natures its love on us.

**P.K Testing**

1. Do you like rain? Why or Why not?
2. What do you do on a rainy day?

**Teaching Aids-** Chalk, duster, board, pictures, showing various emotions.

**Pedagogical strategies-** The teacher will read the lesson and the students will repeat after her. The students will be asked to mark new words in the book. The teacher will explain the lesson. Through this story, the students will learn the importance of being happy with what one has Word meanings, make sentences, question answers and value based questions will be discussed and students will note them down in their notebooks. Back exercises and activities will be done in the textbook.

**Hands on Activity-**

The students will be asked to pick a story of their choice and also share the moral that it teaches.

**Art Integration-** The students will be asked to draw or paste a picture of their favourite character and also write the moral of the chapter.

Interdisciplinary linkages and infusion of life skills-This story teacher us how to enjoy the beauty of nature in the form of rain.

**Recapitulation-** Revision of word meanings and Question Answers will be done.

**Resources including ICT** -e-books, textbooks, Internet.

### **Assessment items-**

- a. Dictation will be given from the lesson to make students learn new words and spellings.
- b. Test of Question answers and word meanings will be given to test their understanding of the lesson.

### **Feedback and Remedial Teaching-**

To improve the reading skills of slow learners more reading practices will be given. They will be encouraged to do the practice of spellings.

### **Inclusive practices and full participation without discrimination**

- Group Activity
- Reading books
- Flash cards
- Language games
- Hands on learning
- Collaboration

### **Topic- Module 5,6**

#### **Learning outcomes-**

**1)Knowledge objectives-** Students will be able to identify correct and incorrect use of articles in sentences.

**2) Understanding objectives-** They will be able to articulate when and why definite or indefinite articles should be used in particular context.

**3)Application Objectives-** Students will be able to define and identify pronouns in text.

**4)Skill Objectives –**They will be able to identify singular and plural pronouns as well as first, second and third person pronouns.

**Previous knowledge testing-** Students will be asked:-

- a. How many vowels and consonants are there in English alphabet?
- b. What is the difference between vowels and consonants?
- c. Name the words used for nouns.
- d. Name the pronouns used for males, females and non-living things.

**Teaching Aids-** Chalk, duster, board, charts, flashcards, books, videos, real objects.

**Pedagogical Strategies-** The teacher will explain articles: a ,an, the with real examples from the classroom.

They'll be taught 'yoo' sound and 'we' sound. They'll taught the use of articles 'the' when we talk of a particular person or thing.

**Example:-**

a utensil

a one rupee note

an honest man ( silent 'h')

the stars

the Ramayana

The teacher will explain that a pronoun is a word used in place of a noun.

They'll be taught singular and plural pronouns.

They'll will also be taught kinds of pronouns with examples.

Eg:

I, we, mine → First person

You, yours → Second person

He, she, they → Third person

All the exercises will be done in an interactive way.

**Hands on activity-**

- 1) The Students will be shown live examples from the classroom and will be asked to distinguish the 3 articles.

abook

a table

a chair

anorange

an apple

- 2) They'll be shown flashcards to explain the topic.

**Singularpronoun**

I, me, you, she, her, he, him, it

**Pluralpronoun**

We, us, you, they, them

**Art Integration-** Pictures of nouns will be drawn colourfully in the notebooks. They will be taken to the lab to show charts related to articles and pronouns.

**Interdisciplinary linkages and infusion of life skills:** The students will be able to enhance their vocabulary by using the articles and pronouns related to books, buildings, space, directions.

**Recapitulation-** Oral revision will be done time to time.

**Resources including ICT( Information and Communication Technology )**– e books, workbooks, Internet

**Assessment Items-** To check the conceptual clarity, various types of assessments will be done. Exercises in the workbook will be done. Revision assignments will be given. Practice worksheets will also be given.

**Feedback and remedial Teaching-** Students who need special attention will be ask to watch more videos related to the topics. They'll be encouraged to read the topic again and will be given more practice.

**Inclusive practices and full participation without discrimination –**

- Group activity
- Live examples from classroom
- Flash cards
- Workbook
- Charts
- Hands on Activity
- Watching videos

**Month- September**

**No. of teaching days-23**

**Topic Comprehension**

**Learning Outcomes-**

1. Knowledge Objectives- The students will be able to comprehend any given passage
2. Understanding Objectives- Familiarizing the students with different writing styles and different text genres.
3. Application Objectives- Helping the students to expand their vocabulary and learn new Vocabulary in context.
4. Skill Objective- Cultivating in the students the love for reading and developing their oral and silent reading skill.

**P.K Testing-**

1. What is an unseen passage called ?
2. What are the steps of doing comprehension ?

**Teaching aids-** Chalk, duster, board, book, videos, lab, chart

**Pedagogical Strategies-** The teacher will gives a passage from the book and the students will be asked to read the passage two times. They will also be told to read silently. Then they will be told to

read the question carefully Thirdly, they will be told to mark the answers by underlining or putting the answers in brackets. Finally, the students will be asked to write the answers in the given spaces.

**Hands on Activity-**

To give a spark to comprehension reading the teacher will take few popsicles and write Questions colourfully from the given passage. These popsicles will then be put in a cup. One by one, the students will be asked to pick up the popsicle and answer the questions. This will be a real fun for the students.

**Art Integration-** The students will be asked to paste or draw the pictures.

They can also be asked to make colourful flashcards for the activity.

Interdisciplinary Linkages and infusion of life skills- The students will be able to understand and comprehend the topics related to different subjects.

**Recapitulation-** Oral revision will be given time to time.

**Resources including ICT-** e-books, internet, workbook, textbook.

**Assessment Items-**To Check the conceptual Clarity, various types of assessments will be done. Passage from the textbook will be done.

Feedback and Remedial Teaching- Students who need special attention will be given more practice worksheet.

Inclusive practices and full participation without discrimination

- Reading different paragraphs
- Group activity
- Flash cards
- Workbook
- Textbook
- Collaboration

